



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 11491392  
SAU: Scarborough School Department  
School: Benjamin Wentworth Intermediat

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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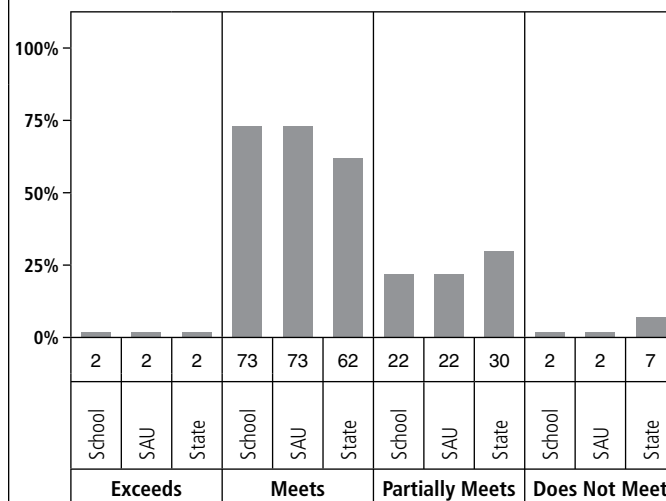
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 3  
SAU: Scarborough School Department  
School: Benjamin Wentworth Intermediat

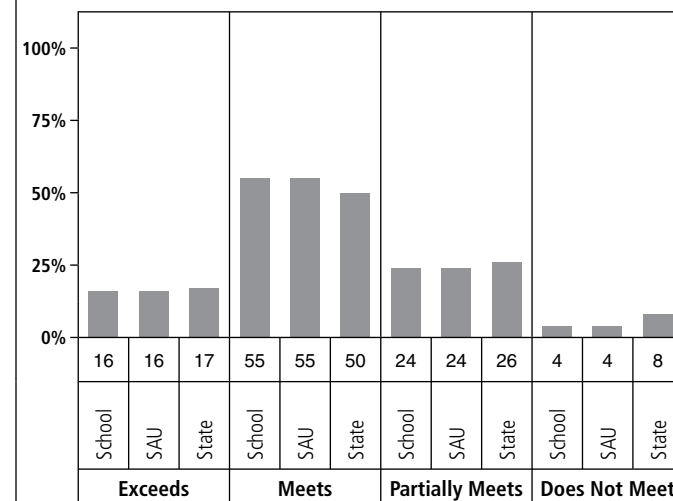
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	348	348	345
2006–2007	348	348	345
<b>2007–2008</b>	<b>347</b>	<b>347</b>	<b>344</b>
Cum. Avg. *	348	348	345
<b>Mathematics</b>			
2005–2006	349	349	344
2006–2007	351	351	347
<b>2007–2008</b>	<b>349</b>	<b>349</b>	<b>347</b>
Cum. Avg. *	350	350	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: Scarborough School Department  
 School: Benjamin Wentworth Intermediat

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	264	100	264	100	13803	100	263	100	263	100	13714	99	263	100	263	100	13710	99												
Ethnicity African American/Black	2	1	2	1	399	3	2	100	2	100	391	98	2	100	2	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	8	3	8	3	210	2	8	100	8	100	205	98	8	100	8	100	206	98												
Hispanic	1	0	1	0	162	1	1	100	1	100	158	98	1	100	1	100	159	98												
Caucasian/White	253	96	253	96	12916	94	252	100	252	100	12846	100	252	100	252	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	32	12	32	12	2358	17	31	97	31	97	2333	99	31	97	31	97	2329	99												
Current LEP	11	4	11	4	371	3	11	100	11	100	357	96	11	100	11	100	361	98												
Economically disadvantaged	32	12	32	12	5584	40	32	100	32	100	5535	99	32	100	32	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	204	77	204	77	10650	77	201	76	201	76	10678	77												
Identified disability (PET/IEP)	4	2	4	2	475	4	4	2	4	2	479	4												
LEP	1	0	1	0	151	1	1	0	1	0	149	1												
504 plan	3	1	3	1	83	1	3	1	3	1	85	1												
<b>Participation with accommodations</b>	54	20	54	20	2936	21	57	22	57	22	2911	21												
Identified disability (PET/IEP)	22	41	22	41	1735	59	22	39	22	39	1729	59												
LEP	10	19	10	19	197	7	10	18	10	18	208	7												
504 plan	1	2	1	2	49	2	1	2	1	2	47	2												
Other	21	39	21	39	986	34	24	42	24	42	958	33												
<b>Participation through alternate assessment (PAAP)</b>	5	2	5	2	123	1	5	2	5	2	121	1												
Identified disability (PET/IEP)	5	100	5	100	123	100	5	100	5	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0												
<b>Non-participation – other</b>	1	0	1	0	80	1	1	0	1	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Scarborough School Department  
School: Benjamin Wentworth Intermediat

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	18	7	18	7	352	3
	2006-2007	11	4	11	4	332	2
	<b>2007-2008</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>227</b>	<b>2</b>
	Cum. Total*	34	5	34	5	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	170	69	170	69	8641	62
	2006-2007	186	74	186	74	8691	63
	<b>2007-2008</b>	<b>189</b>	<b>73</b>	<b>189</b>	<b>73</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	545	72	545	72	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	42	17	42	17	3671	27
	2006-2007	45	18	45	18	3781	27
	<b>2007-2008</b>	<b>58</b>	<b>22</b>	<b>58</b>	<b>22</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	145	19	145	19	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	15	6	15	6	1163	8
	2006-2007	9	4	9	4	1021	7
	<b>2007-2008</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>938</b>	<b>7</b>
	Cum. Total*	30	4	30	4	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	29.7	64.6	29.7	64.6	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	15.4	67.0	15.4	67.0	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	14.3	62.2	14.3	62.2	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Scarborough School Department  
 School: Benjamin Wentworth Intermediat

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	258	5	2	189	73	58	22	6	2	347	258	2	73	22	2	347	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	2										2						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	8	0	0	5	63	2	25	1	13	344	8	0	63	25	13	344	203	1	60	31	8	344
Hispanic	1										1						158	1	52	36	11	342
Caucasian/White	247	5	2	183	74	54	22	5	2	347	247	2	74	22	2	347	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	26	0	0	9	35	17	65	0	0	340	26	0	35	65	0	340	2210	0	32	48	20	338
No	232	5	2	180	78	41	18	6	3	347	232	2	78	18	3	347	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	11	0	0	3	27	7	64	1	9	338	11	0	27	64	9	338	348	1	36	45	19	339
No	247	5	2	186	75	51	21	5	2	347	247	2	75	21	2	347	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	30	0	0	18	60	10	33	2	7	343	30	0	60	33	7	343	5450	1	49	39	11	341
No	228	5	2	171	75	48	21	4	2	347	228	2	75	21	2	347	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	258	5	2	189	73	58	22	6	2	347	258	2	73	22	2	347	13581	2	62	30	7	344
<b>Gender</b>																						
Female	122	4	3	96	79	21	17	1	1	348	122	3	79	17	1	348	6567	3	65	27	5	345
Male	136	1	1	93	68	37	27	5	4	345	136	1	68	27	4	345	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	23	0	0	13	57	9	39	1	4	342	23	0	57	39	4	342	2004	0	37	49	14	339
No	235	5	2	176	75	49	21	5	2	347	235	2	75	21	2	347	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	3										3						125	11	87	2	0	355
No	255	5	2	186	73	58	23	6	2	346	255	2	73	23	2	346	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Scarborough School Department  
 School: Benjamin Wentworth Intermediat

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	5 70 24 1	1 4 0 0	7 2 0 0	7 129 51 1	50 72 84 33	6 41 10 1	43 23 16 33	0 5 0 1	0 3 0 33	343 347 348 337	5 70 24 1	7 2 0 0	50 72 84 33	43 23 16 33	0 3 0 33	343 347 348 337	6 79 12 3	0 2 2 0	43 65 60 32	39 28 31 44	18 5 7 24	340 345 344 338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	23 56 15 5	3 2 0 0	5 1 0 0	45 110 23 9	76 76 61 64	9 30 13 5	15 21 34 36	2 2 2 0	3 1 5 0	348 347 344 345	23 56 15 5	5 1 0 0	76 76 61 64	15 21 34 36	3 1 5 0	348 347 344 345	29 48 15 8	3 2 1 0	62 67 56 44	28 27 34 40	7 4 9 16	345 345 343 340
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	47 49 4 0	5 0 0 0	4 0 0 0	96 88 3 0	79 71 33 0	18 33 5 1	15 27 56 100	2 3 1 0	2 2 11 0	349 345 339 338	47 49 4 0	4 0 0 0	79 71 33 0	15 27 56 100	2 2 11 0	349 345 339 338	42 46 10 2	3 1 0 0	67 62 48 30	24 32 42 43	6 5 10 28	346 344 341 336
<b>How hard was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	23 55 22	0 4 1	0 3 2	34 114 37	59 82 65	22 19 17	38 14 30	2 2 2	3 1 4	343 348 346	23 55 22	0 3 2	59 82 65	38 14 30	3 1 4	343 348 346	22 57 21	1 2 1	48 68 61	38 26 30	12 4 8	341 346 344
<b>How hard were the reading passages on this test?</b> A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	12 52 37	0 3 2	0 2 2	16 100 68	55 77 73	12 23 22	41 18 24	1 4 1	3 3 1	342 347 348	12 52 37	0 2 2	55 77 73	41 18 24	3 3 1	342 347 348	20 51 29	0 2 3	38 68 69	47 27 23	16 4 6	339 345 346
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	19 62 15 4	0 5 0 0	0 3 0 0	33 124 25 6	67 78 64 60	15 25 14 4	31 16 36 40	1 5 0 0	2 3 0 0	345 348 345 345	19 62 15 4	0 3 0 0	67 78 64 60	31 16 36 40	2 3 0 0	345 348 345 345	19 47 19 14	3 2 1 0	65 68 56 47	27 25 35 40	6 5 8 12	346 346 343 341
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	24 30 46	2 1 2	3 1 2	38 53 92	62 71 81	19 20 17	31 27 15	2 1 3	3 1 3	345 347 347	24 30 46	3 1 2	62 71 81	31 27 15	3 1 3	345 347 347	28 23 49	1 1 2	56 63 65	33 29 27	9 7 6	343 344 345
<b>Optional school/SAU question</b> A. B. C. D.	45 27 18 9	0 0 0 0	0 0 0 0	3 1 0 0	60 33 0 0	2 1 1 1	40 33 50 100	0 1 1 0	0 33 50 0	342 335 332 336	45 27 18 9	0 0 0 0	60 33 50 0	40 33 50 100	0 33 50 0	342 335 332 336						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Scarborough School Department  
School: Benjamin Wentworth Intermediat

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	37	15	37	15	1295	9
	2006-2007	54	21	54	21	1985	14
	<b>2007-2008</b>	<b>42</b>	<b>16</b>	<b>42</b>	<b>16</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	133	18	133	18	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	150	61	150	61	6852	49
	2006-2007	142	56	142	56	6990	51
	<b>2007-2008</b>	<b>143</b>	<b>55</b>	<b>143</b>	<b>55</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	435	58	435	58	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	45	18	45	18	4081	29
	2006-2007	48	19	48	19	3673	27
	<b>2007-2008</b>	<b>62</b>	<b>24</b>	<b>62</b>	<b>24</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	155	21	155	21	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	13	5	13	5	1638	12
	2006-2007	8	3	8	3	1193	9
	<b>2007-2008</b>	<b>11</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	32	4	32	4	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.0	60.0	9.0	60.0	9.2	61.3
Cluster 2: Shape and Size	14	29	10.2	72.9	10.2	72.9	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.5	70.0	3.2	64.0
Cluster 4: Patterns	14	29	9.7	69.3	9.7	69.3	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Scarborough School Department  
 School: Benjamin Wentworth Intermediat

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	258	42	16	143	55	62	24	11	4	349	258	16	55	24	4	349	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	2										2						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	8	1	13	4	50	2	25	1	13	343	8	13	50	25	13	343	204	18	48	25	9	347
Hispanic	1										1						159	6	50	31	13	342
Caucasian/White	247	41	17	139	56	57	23	10	4	349	247	17	56	23	4	349	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	26	1	4	10	38	10	38	5	19	337	26	4	38	38	19	337	2208	6	35	37	21	338
No	232	41	18	133	57	52	22	6	3	350	232	18	57	22	3	350	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	11	1	9	3	27	3	27	4	36	336	11	9	27	27	36	336	357	8	29	37	26	336
No	247	41	17	140	57	59	24	7	3	350	247	17	57	24	3	350	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	30	4	13	12	40	12	40	2	7	344	30	13	40	40	7	344	5452	9	45	33	12	343
No	228	38	17	131	57	50	22	9	4	350	228	17	57	22	4	350	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	258	42	16	143	55	62	24	11	4	349	258	16	55	24	4	349	13584	17	50	26	8	347
<b>Gender</b>																						
Female	122	15	12	74	61	27	22	6	5	348	122	12	61	22	5	348	6565	15	49	27	8	347
Male	136	27	20	69	51	35	26	5	4	350	136	20	51	26	4	350	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	23	2	9	8	35	11	48	2	9	342	23	9	35	48	9	342	2004	5	39	41	15	339
No	235	40	17	135	57	51	22	9	4	350	235	17	57	22	4	350	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	3										3						125	70	30	0	0	366
No	255	39	15	143	56	62	24	11	4	349	255	15	56	24	4	349	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Scarborough School Department  
 School: Benjamin Wentworth Intermediat

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	1	7	10	71	3	21	0	0	348	5	7	71	21	0	348	6	9	40	33	18	340
B. less than one hour	70	27	15	98	55	45	25	9	5	348	70	15	55	25	5	348	79	18	52	24	6	348
C. one to two hours	24	13	21	35	57	11	18	2	3	351	24	21	57	18	3	351	12	16	48	27	8	347
D. more than two hours	1	1	33	0	0	2	67	0	0	349	1	33	0	67	0	349	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	29	17	23	37	51	16	22	3	4	350	29	23	51	22	4	350	37	22	50	22	6	350
B. They match some of what I have learned.	55	18	13	91	65	28	20	3	2	350	55	13	65	20	2	350	46	16	53	25	6	348
C. They match just a little of what I have learned.	13	7	22	12	38	10	31	3	9	346	13	22	38	31	9	346	12	9	44	36	11	342
D. There is no match.	4	0	0	1	10	7	70	2	20	335	4	0	10	70	20	335	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	42	30	30	51	51	16	16	3	3	354	42	30	51	16	3	354	39	25	48	20	7	350
B. good	50	9	8	71	59	33	28	7	6	346	50	8	59	28	6	346	46	14	52	27	7	347
C. fair	8	1	5	9	47	8	42	1	5	344	8	5	47	42	5	344	12	8	49	35	9	343
D. poor	0										0						3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	13	2	6	16	47	13	38	3	9	343	13	6	47	38	9	343	17	7	41	35	17	340
B. about the same as my regular schoolwork	62	28	18	90	57	37	23	4	3	350	62	18	57	23	3	350	59	18	53	24	5	349
C. easier than my regular schoolwork	25	12	19	35	56	12	19	4	6	350	25	19	56	19	6	350	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	24	8	13	30	48	19	31	5	8	345	24	13	48	31	8	345	32	13	47	30	10	345
B. two or three days a week	34	12	14	52	60	20	23	3	3	349	34	14	60	23	3	349	30	20	52	23	5	349
C. two or three times each month	23	10	17	36	62	11	19	1	2	350	23	17	62	19	2	350	19	20	53	21	6	350
D. never or almost never	19	12	26	21	45	12	26	2	4	352	19	26	45	26	4	352	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	8	1	5	3	15	13	65	3	15	336	8	5	15	65	15	336	7	5	34	40	20	338
B. two or three days a week	13	2	6	17	52	12	36	2	6	343	13	6	52	36	6	343	18	15	50	27	8	346
C. two or three times each month	35	14	15	53	58	19	21	5	5	349	35	15	58	21	5	349	28	21	53	21	4	350
D. never or almost never	44	25	22	69	61	18	16	1	1	352	44	22	61	16	1	352	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	14	6	16	14	38	13	35	4	11	345	14	16	38	35	11	345	16	8	42	36	13	342
B. 30–45 minutes	28	8	11	45	63	16	23	2	3	349	28	11	63	23	3	349	30	14	53	26	7	347
C. 45–60 minutes	46	22	19	71	61	21	18	3	3	351	46	19	61	18	3	351	32	22	51	22	5	350
D. more than 60 minutes	12	6	19	11	35	12	39	2	6	347	12	19	35	39	6	347	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	45	1	20	1	20	3	60	0	0	344	45	20	20	60	0	344						
B.	27	0	0	1	33	1	33	1	33	333	27	0	33	33	33	333						
C.	18	0	0	0	0	2	100	0	0	334	18	0	0	100	0	334						
D.	9	0	0	0	0	0	0	1	100	322	9	0	0	0	100	322						